

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Continuation of Progress Toward Proficiency 2014

Applicable Statute or Regulation:

KRS 158.6453

History/Background:

Existing Policy. The Kentucky Education Reform Act (KERA) established a state assessment and accountability program with the first assessment administered in spring 1992. Over the years action by the Kentucky Board of Education (KBE) and state legislature have modified the assessments and the calculations for accountability; however, the focus has remained primarily a school-based accountability system with high-stakes recognition and sanctions attached to results. KBE adopted a growth model with performance of schools serving as their own baseline. All students and thus all schools are expected to demonstrate improvement within the system.

KBE has established the goal of proficiency for all Kentucky schools by 2014. Through the work of educators and citizens of Kentucky, proficiency has been described for a school as an Accountability Index of 100. The accountability system provides a metric for measuring progress toward the long-term proficiency goal.

The Kentucky Accountability Index includes both academic content-based and non-academic measures. The academic content measures are reported in an Academic Index based on student performance on custom, criterion-referenced Kentucky Core Content Tests (KCCT) in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and writing. Each KCCT Academic Index is generated from the percentages of students scoring at each performance or achievement standard—Novice, Apprentice, Proficient and Distinguished. The goal for each Academic Index is 100 by 2014. Also reported in 2006 as an academic measure were the results of a nationally norm-referenced test in mathematics and reading at grades 3, 6 and 9. Non-academic measures reported include attendance, retention, dropout and transition to adult life rates.

Every two years the Accountability Index is combined and plotted on a customized Growth Chart for each public school and district. Based on this biennial performance and its relationship to the customized biennial goal, schools receive one of three performance judgments—Meeting Goal, Progressing or Assistance.

The 2006-2007 school year has been a transition year for the Commonwealth Accountability Testing System (CATS). The reporting of data in 2006 was based on 703 KAR 5:020 before its February 2007 final revision. The changes in the regulation impact the accountability formula and will be implemented in the reporting of CATS results in fall 2007.

At the April KBE meeting, using a regression model on **each** of the 1029 schools with stable data configurations since 1999, projections were presented based on the rate of growth demonstrated from 1999-2006. Assuming no increase in the rate of growth and not knowing the impact of the changes to the assessment and accountability system implemented in 2006-2007, the following projections for 2014 were made.

- 382 schools or 37.12% will be in the Meeting Goal Classification,
- 513 schools or 49.85% will be in the Progressing Classification and
- 134 schools or 13.02% will be in the Assistance Classification.

As 2014 quickly approaches and substantive revisions have been made to the state assessment and accountability system, it is critical for the Kentucky Board of Education to take the next steps in June to examine specifically the performance of specific content areas and demographic groups of students. The following attachments display data that yields a “big picture” view of state trends in performance and projections of performance in 2014 and the current status of gains and achievement gaps for student demographic groups. The data reflects the aggregation or combining of results for all students and schools in the Commonwealth and does not isolate information per district or school.

Attachment A provides the Content Area Index Trends pages for elementary, middle and high school from the state 2006 Kentucky Performance Report. These pages display six years of data (2001—2006) for the general Academic Index that combines performance across all content areas and for the specific performance of each content area. The goal of 100 for an Academic Index and each specific Content Area Index is displayed as a dotted line. The three pages provide the performance trend since 2001 and an overview of 2006 performance as the current assessment and accountability program ends.

Attachment A also displays in a text box for each cell (Academic Index and Specific Content Index) a projected index for 2014. The projection is based on the growth rate in the performance trend from 1999-2006. The projections do not assume an increase in the growth rate or include the unknown impact of changes implemented in the assessment and accountability system in 2006-2007. The last page of Attachment A provides a comparison of content area projected performance in 2014 for elementary, middle and high school levels.

Attachment A projects an Academic Index in 2014 of 103.8 at elementary, 89.7 at middle school and 88.9 at high school. As you view the projected index for each content area at elementary, middle and high school several patterns emerge.

Elementary

- Only the projected index for Reading (99.7) and Arts and Humanities (88.1) are below the index goal of 100.
- All other content areas are projected to be above the goal of 100.

Middle

- The 2014 projections for all content areas are below the goal of 100.
- The lowest projected index in 2014 is practical living/vocational studies (80.2) and highest projected index is reading (97.9).

High

- The only content area in 2014 projected to be above the index goal of 100 is arts and humanities.
- The lowest projected index in 2014 is science (81.6) followed by writing (83.5).

Attachment B provides data from the 2006 Kentucky Performance Report showing in a line graph approach a comparison of the performance of student demographic groups on the academic index at the elementary, middle and high school levels. The data in Attachment B begins with 1999 and highlights the gains and gaps in performance in 1999 and 2006.

The line graphs compare two or more demographic groups on each slide, for example students without disability compared to students with disability. At the April KBE meeting, members received information on student performance for the state's largest student groups (students receiving free or reduced lunch and students with disability) and student performance by ethnicity groups. The most common pattern is that all groups have shown steady improvement since 1999, but the gaps in performance are not closing consistently.

Demographic groups can have specific reporting issues. For students with limited English proficiency, the line graphs do not display data from the students that have exited the LEP program. Students that have successfully exited the LEP program do perform at high index levels. Staff will be prepared to answer questions around the size of demographic groups and their distribution across Kentucky.

Impact on Getting to Proficiency:

The Kentucky Board of Education remains diligent in its focus on Kentucky schools and all students reaching proficiency. The Board must know current and projected performance of Kentucky schools, specific content area needs and the achievement gap of demographic groups of students to inform its strategic planning process.

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